

# CURRICULUM JOURNAL

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## NEWS NOTES

*The Relation of a State Program to Local Communities.* The Michigan State Department of Public Instruction has announced the following curriculum policy governing its relation to local schools.

1. The relationships of the Department with local schools are based upon the service concept of educational leadership. This concept is inclusive and democratic and should take precedence over such concepts as inspection, supervision, direction, the dissemination of "rulings" or direct evaluation of local programs by outside agencies.

2. It is appropriate that the Department deal at all times with total educational needs of a given school system. This implies that departments or courses will not be treated as units, but as parts of a total educational offering of a given school. This in turn means that the Department is concerned with unmet educational needs as well as the effectiveness of the present program.

3. The local community is responsible for planning, executing, and appraising its educational organization and curriculum. The Department functions by supplementing local guidance and leadership in the planning and appraising activities.

4. Criteria for the planning, improving, and appraising of educational programs should be derived from the community. This implies that the

community is the basic social institution and the source of social values. Educational recommendations should be developed and tested by such community values.

5. The Department is primarily concerned with constant improvement in the use of facilities and personnel rather than in the meeting of relatively static standards.

6. Evaluation of local programs shall be made in terms of local objectives.

7. The program of consultation of the Department comprehends practically the entire professional membership of the Department and operates as a unit so far as the local school is concerned. The determination of the needs to be met and the general arrangements for consultation are considered to be the responsibility of the local school executive acting as a representative of his constituent groups—the board of education, the faculty, and the community as a whole.

8. The Department will encourage educational institutions outside of the community such as institutions of higher education and vocational institutes to deal directly with individual applicants rather than with the community educational institution, provided that the educational institution should afford services for individuals and outside educational institutions.

The above statement of policy definitely indicates that the superintendent

ent, the board of education, the faculty, and the lay group in the community must become the dynamic elements in planning and executing an improved instructional program for the youth of the given community. The Department of Public Instruction does not seek to impose upon the local school a definite curriculum pattern. It conceives its proper function to be that of planning and appraisal, leaving to the local school districts the responsibility of making final decisions as to what shall be taught and how it shall be taught.

*Cooperative Production of Teaching Plans.* For some time a number of teachers in the state of Florida have collected and distributed outstanding teaching plans and programs. This project was initiated by a group of teachers in the P. K. Yonge Laboratory School in cooperation with the State Department of Public Instruction. A committee composed of a representative from the Laboratory School and others from schools within a radius of seventy-five miles met monthly throughout the year to develop the enterprise. They developed a body of criteria for the selection of materials, examined them very carefully, and finally chose a group of twenty samples. The State Department of Public Instruction mimeographed and distributed the materials among interested teachers in the state of Florida. This year the program is being expanded to include five committees working closely with the State Department of Public Instruction which will serve the whole state.

*Idaho Curriculum Group Meets.* On November 25, 1938, at Boise, Idaho,

at the time of the state meeting of the Idaho Education Association, twenty-three members of the Society for Curriculum Study in Idaho held a dinner meeting. There was much informal exchange of ideas concerning curriculum problems. R. F. Campbell, Superintendent of Schools at Preston, and Carl Aschenbrenner, Principal of the junior high school at Lewiston, were elected Chairman and Secretary of the group, respectively. C. C. Lame is the retiring chairman and R. F. Campbell has been the secretary. The Idaho group is planning a curriculum conference to be held in the early fall of 1939. In all probability the conference will be sponsored jointly with the State Department of Education. It is expected that delegations from Washington, Oregon, and Montana will participate with the Idahoans.

#### *Curriculum Development in Nebraska.*

At present, the state of Nebraska is not making any unified attack upon the problem of curriculum development. A few individual centers are making unusual progress in solving this problem, but in the state as a whole, nothing is being done. Two years ago the Department of Superintendents and Principals of the Nebraska State Teachers Association started a drive upon the solution of this problem by suggesting certain changes in the entrance requirements of the University of Nebraska. Later, that group brought a curriculum expert to Nebraska who made a series of addresses on the need for curriculum building. The impetus thus started was carried still farther last year by Miss Ryan's major committee when specific recommendations were out-

lined for a state-wide attack upon curriculum development through the State Department of Public Instruction. The state executive committee endorsed the proposal made by Miss Ryan's group. During the present year, a committee on curriculum development has been added to the major committee on Improvement of Instruction. This group is separated into two subcommittees—one working upon the secondary level and the other in the elementary field.

*Recent Long Beach (California) Courses.* Two new courses of study were released to the schools in September, 1938. The *Arithmetic Guide for Teachers of Primary and Intermediate Grades* was compiled by curriculum committees in cooperation with principals and teachers of the elementary schools. Section I of this guide deals with functional arithmetic such as is found in the various activities of pupils as for example in the units of work. In Section II the arithmetic topics are allocated to the grades where they can be most easily learned according to the best research available. An outgrowth of committee work resulted in the willingness of the teachers of Grades VII and VIII in junior high school to take over the teaching of fractions and decimals except dollars and cents. Thus this guide not only redistributes the arithmetic to be taught, but also reduces the amount to be taught in the primary and intermediate grades.

The *Course of Study for Junior High Schools in Everyday Business Practices and Business Arithmetic* replaced a course called *Junior Business Training and Business Arithmetic*. The title is indicative of changes that

have been made. No longer are junior high pupils trained for business, but a knowledge of business practices helps them to understand better the business world in which they live. The course developed after two years of study by a committee of all the teachers under the supervision of their general supervisor. Last spring this committee was ready to write a course of study and one of their number was selected to do so. The new course gives the latest information from the viewpoint of the consumer on money, banking service, thrift, savings, insurance, communication, transportation, travel, filing, indexing, buying, and selling.

#### *Summer Workshop at Mills College.*

A work-study conference for teachers, deans, counselors, and others interested in better approaches to guidance and counseling will be held at Mills College from June 25 to August 5. A limited group of educators representing the secondary school and the college will work together informally in the important area of the needs of girls and women in present-day society. The schedule will be built around a morning session lasting two hours under the combined leadership of a psychologist, educator, and sociologist. One course in the afternoon will be given by Dr. Marion Brown, Vice-Principal of the University High School, Oakland, California, on trends in counseling in the secondary school. The students will have the privilege of using the University High School as a laboratory. The workshop will be under the direction of Esther Dayman, Dean of Undergraduate Students, Mills College.

*State Plans Improvement of Secondary Education.* The Pennsylvania Department of Public Instruction is co-operating with school officials in an effort to improve the secondary school program of the state. A series of meetings in nine cities has been scheduled. The practices of the local schools at which the conferences will be held will serve as the basis of discussion. The participants will observe the work of the school while it is in session, make observations, and proceed to a discussion of their impressions. The following high schools in the state will serve as discussion centers: Norristown, Johnstown, Reading, Erie, Beaver Falls, Williamsport, Wilkes-Barre, Chambersburg, and Altoona.

#### *Distribution of Curriculum Materials.*

The Long Beach (California) Public Schools have recently adopted a new policy in regard to the distribution of curriculum materials outside of the local school system. Courses of study and bulletins are sent to the following: depositories—selective universities, schools of education, and laboratories geographically distributed throughout the United States; exchange centers—selective cities carrying on consistent work in curriculum revision; curriculum specialists. The Long Beach Public Schools have discontinued the sale of curriculum materials. The new policy, it is maintained, is in line with developing practice. Persons inquiring regarding these publications would be referred to one or more of the centers or depositories on the mailing list of the school system.

*Curriculum Improvement in Montebello.* The Montebello, California,

schools are making a special effort to make education a continuous process from the kindergarten through the twelfth grade. The coordinator of curriculum for the elementary grades and the coordinator of curriculum for the secondary grades work together very closely in the new program of curriculum development. R. E. Currier, formerly Associate Professor of Education at Whittier College, is coordinator of curriculum for the elementary grades; Arthur E. Marble, formerly of the Utah State Agricultural College, has recently been appointed coordinator of curriculum for the secondary grades.

#### *Democratic Administration in Denver.*

Under the leadership of Superintendent Alexander Stoddard, the Denver Public Schools have organized a Policies Council, including principals, teachers, clerks, and other school employees. The Council, which includes one hundred seventy-five members, meets once a month for the consideration of major school policies. A recent policy adopted by the Policies Council provides for more extensive use of the community, including frequent trips to factories, department stores, libraries, and governmental organizations. It is reported that the Council has had a stimulating effect upon the teachers of the Denver Public Schools.

#### *Experimental Study Materials for Adults.*

The Education Committee of the American Association of University Women is making an experimental approach to the preparation of study materials in connection with its "You" series: You as an Individual; You as a Consumer, etc. The experi-



ment is designed to discover new techniques to stimulate wider interest in the use of materials and intelligent thought and action. The study guides are closely related to the individual's experience; they contain pictorial statistics; and an attempt is made to dramatize the ideas.

1

*Correspondence Invited.* The JOURNAL welcomes correspondence on any significant educational developments, which are more appropriately presented in the form of signed letters. Discussion of controversial issues is particularly suitable in a correspondence department which we would like to build up. A letter should not exceed 200 words in length and should bear the signature of the writer. Until a sufficient amount of manuscript is accumulated to justify a separate department, we shall print communications under news notes.

1

*A Study of College Youth.* A long-time study of the forces that have produced normal young men was started recently at Harvard University under the direction of Dr. Arlie V. Bock, head of the Hygiene Department. A staff of eight will study students selected from the university in a new approach to the causes of personal failure and success. The investigation, to be undertaken by each student voluntarily, will deal with the heredity, constitution, family, school life, and other elements pertaining to the make-up of the individual. Funds for the study were made available through the William T. Grant Foundation. The study will continue for at least five years and will be confined to a group of normal young

men. Collaborating with Dr. Bock in the study are Dr. Clark W. Heath, who will have charge of the medical side of the study; Dr. Donald W. Hastings, psychiatrist; Dr. Frederic L. Wells, psychologist; Dr. John W. Thompson, physiologist; Dr. Carl C. Saltzer, anthropologist; and Miss Louise W. Gregory, social worker.

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*Curriculum Consultant to Be Added to U. S. Office of Education.* For several years the Office has recognized the need for the services of a specialist in the field of curriculum problems who would serve as consultant not only to the staff of the Office of Education, but also to the State boards for vocational education and institutions training teachers of vocational education. According to Commissioner J. W. Studebaker, arrangements have been made to create within the Office of Education a position to be known as Educational and Technical Consultant in Curriculum Problems. No appointment has as yet been made.

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*Legislature Authorizes Appointment of Curriculum Coordinator.* Two years ago the California state legislature passed a law enabling the county superintendents of schools to set aside funds for the employment of a curriculum coordinator who would be responsible for preparation and coordination of secondary school courses of study. Of the fifty-eight county superintendents, thirty-three have made provisions in their budgets for this purpose. Several counties have made appointments, and others are ready to do so.

### *Butte County Curriculum Project.*

The Butte County curriculum project which has been in progress during the past year and a half under the direction of Dr. Floyd F. Caldwell of Chico State College has recently concluded the first phase of work. Under the title, "Suggestions to Teachers in Guiding the Child's Experiences," a mimeographed bulletin of 203 pages has been produced. Meetings were held regularly throughout the period of study in which problems of the elementary school curriculum were studied particularly in their application to the schools of the area. The extension of professional service from the state college into the immediate area is particularly noteworthy as is the general participation in the enterprise by the teachers, principals, and superintendents.

### *Curriculum Projects in Cincinnati.*

The elementary schools of Cincinnati are completing the development of a safety program for all grades and reading in grades one to three. At the end of the current academic year, experimental courses will be ready in practical arts for grade six; physical education for all grades; arithmetic for grades one to eight; a program for mentally deficient children; and reading in grades four to six. A study of curriculum reorganization in grades six to eight will be continued in order to bring to these grades more of the advantages of the junior high school organization. These projects are being conducted under the leadership of G. H. Reavis, Director of Curriculum.

### *Vancouver Social Studies Curriculum.*

As an outgrowth of a program

of curriculum study during the past few years, the Vancouver, Washington, Public Schools have developed a Social Studies Handbook for Teachers which covers the work of Grades I to VII. The publication, which was prepared by the teachers, is a record of actual classroom experiences. In the Vancouver schools the social studies form the integrative center of the curriculum. The units which are reported are grouped around the following grade centers of interest: (1) living in the home and the school; (2) living in the community; (3) living in the large neighborhood cities; (4) living in environment unlike their own; (5) living in the United States; (6) living in other parts of the world; and (7) living in a complex society. It is the view of the Vancouver teachers that the individual should be able and willing to contribute to the progress of the society in which he finds himself. The program was under the direction of Theo J. Norby, Curriculum Director for the Elementary Schools.

### *Secondary Curriculum in Hamilton County, Tennessee.*

Improvement of the secondary curriculum in Hamilton County, Tennessee, has been under way for several years. About thirty small groups are engaged in study, looking toward the readjustment of their courses. Objectives have been determined, large areas have been chosen, and each teacher is developing at least one new unit in his particular field. In addition, each group is developing at least one unit based upon community needs each year in cooperation with the State Department of Education. Much stress is being given to conservation, safety, and guidance.

In the seventh and eighth grades the pupils devote some time to a study of the educational opportunities in the high school. The same is undertaken for high school seniors in an effort to draw them toward an appraisal of the value of college work. The leaders in Hamilton County are making an effort to avoid the mistakes that result from the process of speeding up unit construction. The program is under the full-time leadership of Marshall G. Howell, Curriculum Director.

*Conference on Business Education.*

The sixth conference on business education sponsored by the School of Business of the University of Chicago will be held on June 29 and 30. An effort will be made to develop criteria for the self-evaluation of the business curriculum. On the first day a conference committee will digest the opinions of a representative group of curriculum experts, secondary school and college administrators, classroom teachers, representatives of state departments, labor, and business. At a public session on the second day of the conference the findings of the work committee will be presented in the form of a tentative set of standards. Two formal talks will be made at this session, one on the general

problem of setting up standards, the second on the practical use of standards in school situations.

*Summer Conference at Central Washington College of Education.*

The Fourth Annual Educational Conference at the Central Washington College of Education, Ellensburg, will be held on June 14, 15, and 16, 1939. The central topic is Contemporary Social Problems. The topics of discussion include the following: How to Understand Social Problems; Danger Signals Ahead; The Totalitarian State: Can It Happen Here? and The Next Forty-Five Years. The main presentations will be made by Professor William F. Ogburn of the Department of Sociology at the University of Chicago.

*Changes in Position.* Nolen M. Irby, who was formerly State Supervisor of Negro Schools in Arkansas, took up his work as Field Manager for the University of Georgia at the beginning of the current academic year. \* \* \* H. T. Bawden has joined the faculty of Ohio Wesleyan University. He was formerly principal of the Elementary Training School of the New Mexico State Teachers College at Silver City.

## ORGANIZATION FOR CURRICULUM DEVELOPMENT

By PAUL R. HANNA, Stanford University, and  
San Diego, California, Curriculum Council<sup>1</sup>

THE SAN DIEGO Curriculum Development Program has grown out of an increasing awareness on the part of the entire professional staff of the necessity continuously to study the child and society in an effort to provide the best possible curricular experiences in our schools. Because this program is being shaped by the cooperative effort of the entire staff, a new type of organization chart is herewith presented. This chart is intended to represent, somewhat more accurately than such charts usually do, a curricular program emerging democratically out of the combined efforts of all professional workers in the city school system.

Starting at the bottom of the chart, the *Entire Staff* is represented as the "original cause," the group from which emerges the plans and processes depicted above this block. At the left of the chart, tying into or rooting out of the *Entire Staff*, is the *Central Curriculum Council*. This *Central Curriculum Council*, appointed by the Superintendent of Schools, serves the *Entire Staff* as an initiating and proposing group. Out of this *Central Curriculum Council* will come many proposals which this group will have gathered from the *Entire Staff* and many proposals which originate in this central body itself.

Immediately above the block representing the *Entire Staff* is a series of Committees which, either are at work already or will be appointed as needs

arise. Decision as to the number and kinds of basic committees that should be set up in this group, also the decision as to the personnel and purposes of these committees, will be reached by the *Central Curriculum Council*, after careful consideration of proposals originating within the Council and those obtained from all members of the teaching staff. As each *Committee* agrees upon a tentative statement, it will report to the *Central Curriculum Council*. This *Central Curriculum Council* will work over the statement and return it to the *Committee* with approval or with suggestions for modification. When the *Committee* and the *Central Curriculum Council* feel that a document is ready for the criticism and reaction of the *Entire Staff*, it will be presented for the consideration of elementary and secondary school building principals through the *Principals' Council*. More than likely the *Committee* whose statement is under consideration will be present at this council meeting. The *Principals' Council* will decide whether or not the staffs of their respective buildings are ready to consider the document. If so, plans for holding building or regional faculty meetings will be developed. Each principal will then present the document to his faculty for intimate and critical review. In some instances, principals may wish to call in to such a building meeting some member of the *Committee* which formulated the statement, or a member of the *Central Curriculum Council*. After the teachers of each building have thus made

<sup>1</sup>The following persons in particular contributed to the development of the plan of organization: Will C. Crawford, John Aseltine, Ivan A. Booker, and Jay D. Conner.

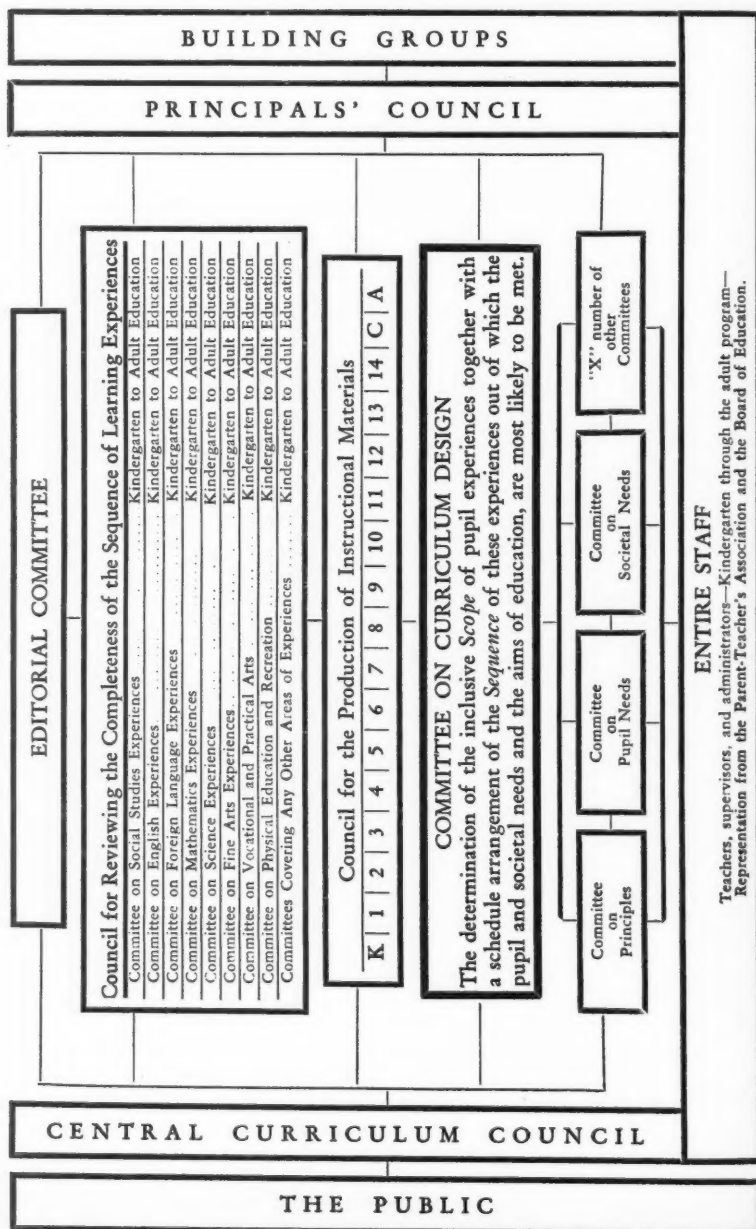
their review, and approved or modified the statement, the principal will refer their reactions back to the *Committee* through the *Central Curriculum Council*.

After the various *Committees* have prepared initial statements which in turn have been criticized by the *Entire Staff* through the *Building Groups*, these refined committee reports go to a *Committee on Curriculum Design*. This *Committee on Curriculum Design* has one of the most important responsibilities—if not the most important one—of the entire curriculum development program. To this group falls the twofold task of outlining in a general way the inclusive *scope* of appropriate school experiences for all pupils, and of preparing a schedule for the *sequence* of these experiences. The scope and sequence of pupil experiences incorporated into this general curriculum pattern should be in harmony with the principles agreed upon by the various basic *Committees* and should afford the best conceivable plan for achieving the pupil needs, societal needs, and other objectives originating with these committees. The *Committee on Curriculum Design* must see the comprehensive and sequential development of personality from nursery school through the adult education enterprise. The task is particularly difficult because so little has been done by entire school staffs to think through these inclusive problems of education.

In the development of a satisfactory curriculum design (or scope and sequence), the preliminary statements will go through much the same process of criticism and refinement as the reports of previous committees. Statements will go from the *Committee on Curriculum Design* to the *Central Curriculum Council*; back again

to the *Committee on Curriculum Design*; eventually to the *Principals' Council*; then to *Building Groups*; and finally, back to the *Central Curriculum Council* and the *Committee on Curriculum Design*. This shuttling back and forth, for the purposes of refinement and of informing the entire staff of progress, will probably take the better part of a school year. Once a city-wide agreement can be reached on the design of education, detailed work from that point on will be infinitely more effective.

The Curriculum Design, once agreed upon, will go to the *Council for Production of Instructional Materials by Levels*, a council made up of the chairmen of seventeen subcommittees which will be created to represent each grade level. Each subcommittee on production of curriculum materials (for instance, five selected third-grade teachers on a subcommittee for Grade III, or five selected eleventh-grade teachers on a subcommittee for Grade XI) will then be responsible for elaborating rather fully the "design" as prepared by the *Committee on Curriculum Design* by specifying the appropriate learning experiences for pupils of the given age. Each subcommittee report will be reviewed by the *Council for Production of Instructional Materials by Levels* to make sure that no serious gaps appear and that no unforeseen repetitions occur. After a number of months of cooperative work, involving criticism of the materials by the *Central Curriculum Council*, the *Principals' Council*, and *Building Groups*, the *Council for Preparation of Instructional Materials by Levels* will have produced one volume for each grade level, suggesting the curriculum patterns most appropriate for that grade.





These tentative instructional materials will then go to the *Council for Reviewing the Completeness of the Sequence of Learning Experiences*. This council is to be made up of the chairmen of various subcommittees created according to broad subject-matter areas. Each subcommittee would be made up of teachers and supervisors who have special training or interest in a given field. For instance, the *Social Studies Committee* might be made up of one classroom teacher from primary grades, another from the intermediate grades, a social studies teacher from the junior high schools, a social studies teacher from the senior high schools, and a supervisor of social studies. Subcommittees of this type would review the vertical sequence of materials in their respective fields, from kindergarten through the high school and adult classes. They would enrich, systematize, and in some instances, suggest rearrangement of pupil experiences. As in the case of all previous committees, the work of the *Council for Reviewing the Completeness of the Sequence of Learning Experiences* would shuttle back and forth between the *Central Curriculum Council*, the *Principals' Council*, and *Building Groups*. Eventually, the revised materials would go to an *Editorial Committee* for final editing and publication.

This would close one cycle of a curriculum development program and

the resulting publications could be thought of as tentative tools and guides to use while a second cycle of general staff growth was in process.

At the extreme left of the chart there is a block representing *The Public*. Continuously, while this program of curriculum development is going forward, the *Central Curriculum Council* will keep the public informed on developments and will invite lay participation. It should be noted, also, that representatives from the Parent-Teacher Association and the Board of Education are recognized in the block at the bottom of the chart which is captioned "*Entire Staff*."

The chief merits of the foregoing plan of organization for curriculum developments are: 1. Wide staff participation is anticipated. The apparatus is provided by which classroom teachers and administrators throughout the system can learn as they work on the larger curriculum project and at the same time shape the program in the light of their understanding and purposes. This is the democratic method in action. 2. The program provides opportunity for a contribution both by the generalist in personality development (through the *Council for Production of Instructional Materials by Levels*) and by the specialist in subject matter (through the *Council for Reviewing the Completeness of the Sequence of Learning Experiences*).

## THE NORRIS COMMUNITY PROGRAM

By GLENN KENDALL

Superintendent of Education, Norris, Tennessee

EDUCATION, AS accepted by the Norris educational staff and the citizens of the town, is a continuous process, extending to and serving all age groups. To that end, there is maintained an educational program, beginning with the nursery school children at approximately two years of age, continuing through the kindergarten, the elementary school, the secondary school, and embracing a general adult education service. Among these adult services are: a full-time library, a motion picture program, general shop services, arts and crafts, health education, general cultural classes, recreational facilities, and in-service training, as accounting, typing, dictation, etc., for employees of the Tennessee Valley Authority.

The program is planned primarily to serve the citizens of the town of Norris and approximately one hundred twenty-five pupils from a rural area near the town. The pupils from outside the town limits come by tuition arrangement with the County Board of Education. Services have been and are being extended into a larger area by cooperative arrangements and agreements with various agencies. An example of this type of service is one now in effect in health education. The County Board of Education, the County Health Department, the State Department of Health, and the educational program at Norris are cooperating in a joint enterprise in health education for an area of approximately one hundred square miles around Norris.

The educational philosophy which governs the program has been stated

by the staff in the following tentative terms: "The aim of education in Norris is to develop healthy, intelligent citizens and happy, socially useful members of a democratic society. We believe this can be done best by having the participants share as much as possible in the planning, execution, and evaluation of their total educational program. This assumes that they will take an increasing responsibility for their work and individual development in all their educational activities and through life."

The following concrete statements have been accepted as guides in the development of the program:

1. The curriculum should be centered around basic areas of human activity. These basic areas should be outgrowths of the needs and interests of the participants. In so far as possible, the participants should sense and express these needs and interests.

2. There should be core fields of instruction adjusted to the needs and interests of individuals rather than a definite number of separate subjects.

3. Integration, rather than specialization, in the main should be followed.

4. Commonly designated extracurricular activities should become a part of the regular curriculum.

5. Subject matter should be used as it applies to real life situations; not as having virtue in itself.

6. Functional values, such as appreciations, ideals, self-direction, etc., are perhaps the most important values which can be developed and concerted effort should be made to insure their growth.

7. The curriculum should be society-centered rather than subject-centered.

8. The school should be organized throughout for laboratory procedures, using the community as much as possible for first-hand studies and experience.

9. The guidance program should be an integral part of the curriculum and of each instructor's program.

10. An intensive effort should be made to select and to develop a wide variety of printed, visual, and other objective materials for classroom use. Textbooks should be used with due regard to their limitations.

11. Evaluation of work done should be practiced by the student as well as by the teacher.

12. Marks, honor rolls, contests, and other forms of rivalry and competition should be eliminated as far as possible.

The organization of work emphasizes the democratic procedure in the selection of problems for study. This means that pupils and teachers will discuss, evaluate, and select problems for study in the light of their past experiences, their present interest and needs, and future plans. This means that oftentimes the teachers will have to aid the pupil in being aware of certain needs and in helping to plan all the phases of study and activity concerning a given problem. Such a plan presupposes an atmosphere of mutual confidence which allows for a fair consideration of each participant's suggestions.

One of the classes of eight and nine-year-old pupils in the school became much interested in the problem of electricity. From time to time they had heard their families discussing the problem, and they had seen

the generators at the power house, etc. As a result, much interest was manifested in the entire program of electricity. The children discussed the uses of the electrical power produced at Norris Dam. They built up a display of such things as magnets, amber rods, iron shavings, and various kinds of cloth, and experimented with these to discover which held electricity. By means of experiments, electric meters, generators, and electric motors were introduced. Finally, a number of the pupils constructed small electric motors. They set up and wired a small house. This not only showed the use of electricity in the home, but it also served to show how electricity could be used in making life more satisfactory to all who were able to use it.

The eleven and twelve and thirteen-year-old pupils of the school have become very interested in the cooperative program of the community of Norris. This group of pupils is organized into a cooperative and operates for the school and community such things as a garden which supplies produce for the school cafeteria and the community store, a school store which offers for sale all supplies needed in the school, a thrift-saving policy for all pupils of the school, and a sickness and accident policy which guarantees time to job holders during their absence from school because of sickness or accident. The pupils also operate a school cafeteria.

At the senior high school level, the problem of malaria has been one which has been a matter of concern to health authorities in this area. It was made more vital by the formation of Norris Lake. This recognition of need on the part of the students opened up a study unit in one of the science classes,

and the unit was developed into a program of mosquito control for the town of Norris and the area immediately surrounding it. The pupils undertook the project as one which would last one summer, but it has been successfully carried on by the students each summer thereafter. Advanced pupils of the school are employed by the TVA for a few hours each week during the summer months. During this time they locate places where mosquitoes are inhabited, then spray and destroy breeding places.

At the present time all groups *except* the last two years of the secondary school are working as core groups. Opportunities for special activities in elective fields are made as needed.

In the secondary school the work of the core groups includes activities commonly thought of as belonging to such areas as English, social science, mathematics, science and home-making, but the work itself will be planned around large problems with the subject matter fields contributing as needed. All types of art expression have their place in the activities of the group. Typing, agriculture, shop, music, and art are fields in which seventh, eighth, and ninth grades may do special work. Latin, French, typing, shorthand, shop, mathematics, home-making, music, art, and agriculture are courses which may be elected by tenth grade students. Eleventh and twelfth grade people all take English and social science and elect courses from the list given for tenth grade students, with the addition of a course

in Family Relations. All students in the school participate in a health, recreation, and physical education program.

Approximately 345 pupils are enrolled in the school program and are distributed as follows: ages 2 to 5, 53 pupils; ages 6 to 11, 99 pupils; secondary, 193 pupils.

An idea of adult participation may be had by reviewing some statistics from our last monthly report:

Library, adult circulation	2,237
Recreation, scheduled activities (50 meetings), attendance	1,428
Recreation, unscheduled activities, estimated attendance	1,545
Workshop (20 meetings), attendance	617
Movies, Tuesday and Thursday	2,683
Accounting, shorthand, etc. (23 meetings), attendance	294
Crafts (10 meetings), attendance	128

In the development of the program the staff has the cooperation of a number of educational agencies. Among those who have contributed much are the Training Division of the Tennessee Valley Authority, the University of Tennessee, the Anderson County Board of Education, the Tennessee State Department of Education, and the Commission of Curricular Problems and Research of the Southern Association of Colleges and Secondary Schools.

## THE SOCIAL TASK OF EDUCATION

By PERCY E. DAVIDSON

Stanford University

THERE IS of course nothing new in the statement that education has a task affecting the institutional life of a society, in addition to the task of inducting the young into institutional living. The American system of free tax-supported schools itself was a response to certain social needs and to the ideals these needs generated.

Historians tell us that there were at least four basic tasks involved in the founding of the American school system. One was the need of consolidating into a firm union a group of jealous states and sections to attain a common national patriotism. Another was the need of bulwarking in the minds of the American people a novel form of government in the world at that time—that of a self-governing republic resting on a written constitution—a system of government then poorly understood by those who were to be responsible for giving it more than a precarious existence. A third need which gave life to the American school system was that which reflected a reaction from the frontier against the inherited class system of the Atlantic seaboard, in which the body of culture was practically denied to the masses of the people because of their inability to pay the costs of a private education. A fourth need was bound up with the thought of national progress, for a "manifest destiny" was ardently believed to be the young republic's portion, a destiny which an educated people would help to realize. Such were the social tasks of the American school system at its inception.

Even after a hundred years these tasks remain unfinished, in spite of unmistakable advances in the direction of their partial fulfillment. For, it has still to be demonstrated that these tasks have been sufficiently well done to carry us through the fateful days that seem to lie ahead of us.

On the side of theory, also, the social task of education has been stressed—as far back as the time of Plato, at least. In the history of our educational theory, we had from the founder of American sociology, Lester F. Ward, a theory of social progress resting solidly on a foundation of free education, a doctrine which was accepted and amplified by many of his scientific successors. From John Dewey, founder of American experimentalism, we received a philosophy of knowledge combined with the thought of an experimental democracy approaching the future in terms of scientific knowledge and reflection, and of creative education. These fore-runners, in their different ways, and their successors have profoundly colored our current thinking and have left us persuaded, in principle, of the social or institutional role of education.

So there is little that is new in the general idea that public education has a social task. What is new is that, under the pressure of a profoundly disquieting institutional crisis, we have been forced to come down from the clouds of sanguine abstraction and to confront the stern realities of current change. The race, we have been told, is now between education and catas-

trophe—a remark that first carried a note of the melodramatic. Recent events have given it a more sinister meaning. We seem to see some nations about us in which education has already lost the race, so that in our hearts we sometimes wonder what the outcome is to be in our own case. At any rate, our historical sentimentalism regarding education is gone for good. We know, at last, that the fate of nations is bound up with it.

As a profession we were slow to catch the fateful significance of public education, perhaps because of our material good fortune and our natural youthful optimism. We were not without earlier instruction, however. The famous cardinal principles hinted at the social task of education without reaching to the core of the matter. Education was to be for sound citizenship, for economic and occupational adjustment, for worthy home membership, and for the worthy use of leisure time—in short, for living a good life somehow, somewhere. But they neglected to tell us of the actual circumstances in which these worthy ends were to be realized. Like a blunderbuss, each of these principles discharged its load into the wide world in the hope that some stray shot might find a mark.

But it is with the exact marksmanship of the modern rifle that social aims are to be taken today. We now know that the circumstances affecting any particular line of educational effort are specific and particular. We no longer hope to affect the social scene with rosy aspirations and sweeping formulae. We see at last that efficacious educational programs come only after meticulous study of social realities in every department of living, and of the subtle processes that main-

tain and explain them. This has required a new addition to our historical stock in trade.

The study which has emerged to meet this new need goes under the clumsy name of educational sociology. As yet it is a puling infant, but a lusty one nevertheless, because the course of events are in its favor. It is still borrowing its sustenance from its mother—general social science—upon whom it must ever draw for much of its guidance. But it is on the way to the discovery of its own identity and its own problems.

A solid body of new knowledge must be accumulated dealing in detail with all the social circumstances affecting our educational enterprise. It must be gathered by sound and authentic scientific methods. It must rise above minutiae and the accumulation of odds and ends to the level of far-reaching social-educational generalizations; it must keep in step with the authoritative teachings of the masters of sociology, economics, and political science, and be recognized by them not only as authentic knowledge, but as highly significant knowledge for the direction of public affairs.

We sometimes speak of social planning as if it belonged to the future. But social planning is all about us. Italy and Germany are planning an economy in terms of the peculiar aspirations of their governing groups. Russia is planning. So is Sweden and Japan and Spain. Even the European democracies are beginning to define their national plans. The New Deal itself, whatever you may think of it, is a symptom of planning in our own country. New administrations may alter its character; no one expects any future administration to return to the



planlessness of unregulated laissez-faire.

Can it be doubted that modern culture is moving slowly into an epoch of deliberate social planning. If this is so education cannot remain planless. With the best wisdom we can summon, and with all the aid we can possibly have from the social sciences and from other allied fields, including

the comparative study of nations and their cultures, we must endeavor to catch the meaning of modern trends and to align our programs and practices with them. This seems to be the essence of the social task of education that confronts us today. Let us hope that our resources may not fall short of its exactions.



### INNOVATING PRACTICES

*Pupils Study Housing.* The Lincoln High School students in Evansville, Indiana, are studying housing in connection with a low-rent housing project of the United States Housing Authority, located near the high school. The course is designed to help the resident students and others to the fullest use of the new housing facilities. The course, which was developed by Charles E. Rochelle, includes a consideration of proper health, safety, budgeting, and family relations.

*Formal Classes Suspended Two Days a Week.* The students of North Bend, Washington, High School are not required to attend formal classes on Mondays and Wednesdays. On these days they are free to do what is of special interest to them. They may attend classes or engage in extra-curricular activities. This policy is designed to adjust the program of

learning to the individual interests and needs of the pupils. Of the hundred high school students, eighty-five are in the free group. The superintendent reports that students work harder on Mondays and Wednesdays than on any other days.

*Vocational Class Builds a House.* A building trades class in the Champaign, Illinois, senior high school has built a house valued at \$5,500 on a lot purchased by the Board of Education. The plans were made by a class in architectural drawing. Forty students participated in the actual construction of the house. When the house was completed it was taken over by the home economics class which decorated and furnished it. A committee including the representatives of the building trades, contractors, and the municipal administration cooperated in carrying out this project.

## THE INTEGRATION OF PROFESSIONAL EDUCATION

By FRANK ADAMS  
Milwaukee State Teachers College

THE MILWAUKEE State Teachers College has been evolving a plan in which the former separate courses in education, including practice teaching that made up the former curriculum, are now integrated in one education course. This new curriculum has much to do with educational psychology, educational measurements, techniques of teaching, and other education courses, but uses these as aids in a new approach in the professional training of teachers. This integrated course attempts to find that professional experience which is of the most value to the student in training and which has been derived very largely from his experience in observation and participation in a classroom. Twenty-nine college credit hours represent the minimum that is required in education. This represents a year's work less three credit hours. This year of professional experience is done during the junior or senior year. At the present time there seems to be a prevailing tendency to start new groups during the middle of the junior year.

The administrative plan of procedure is of this nature. Twelve or fifteen students are assigned to what we call a group director. These students are also assigned to a classroom in the campus training school or in the near-by city cooperating schools. Not more than six students are assigned to a room in the training school and not more than three students are assigned to a classroom in the neighboring city schools. The classroom teacher and the group director direct these students with respect to the ob-

servation of children and teaching procedures. As early as possible there is some simple participation by the student in some of the activities of the room. There is no set time when the student begins his actual teaching experience. This depends entirely upon the individual degrees of readiness on the part of the students and also the particular program in the classroom. The student spends approximately one-fourth of the day in this classroom. The group director has a daily conference with all of the students of his or her group. The training teacher also has conferences with those students assigned to her room. In some cases this conference with the training teacher occurs daily. At times the training teacher and group director are together in their conferences with the students. This is very desirable, but not always possible. There are times when a specialist in some particular field may be called in, such as a specialist in the teaching of reading, or a specialist in the teaching of arithmetic, or a specialist in the teaching of social studies. While the group director and training teacher take care of the major part of the techniques these specialists may be called in on special phases of the work.

All of the student groups are called together frequently for a general forum which is directed by the head of the Education Department. The programs of these forum meetings are made up of special speakers, panel discussions, and general discussions of current educational and social problems.

Perhaps the most fundamental principle involved in this procedure is that of providing the student with an opportunity for professional experience in the classroom where he comes in contact with growing children and teaching procedures as a basis for his professional thinking and reading. This experience gives rise to innumerable situations and problems. As we explore into these problems and attempt to solve some of them we need to learn of the professional experience and thinking of other teachers. Therefore our professional reading is determined very largely by the nature of this actual classroom experience. This principle should be thought of as the most basic in this procedure, but not as the only principle which is employed. It is quite probable that students have had other professional experience outside of the classroom, or even may be engaged at the present time in some experience which has pedagogical values. We, of course, try to make use of any worth-while professional experience that we find, whether it be in the actual classroom working with children, the recollection of students' own learning experience, the visiting of social institutions, the reading of current social problems in newspapers and periodicals, experience in our fine arts, and so on. In the consideration of all of these phases however the experience in the classroom with children is of the most fundamental importance.

The Divisions of Kindergarten Education and Elementary Education have reached a complete integration of all former education courses with the exception of the teaching of art and the teaching of music. Since the group directors do not feel as well prepared in these fields the specialists in those

departments take over this responsibility. The Division of Exceptional Education has come as far in their integration as to include practice teaching, educational psychology, and the techniques of teaching. The Division of Secondary Education has integrated educational psychology, techniques of teaching, and a course in secondary education. The Division of Art Education has integrated educational psychology and the techniques of teaching. The Division of Music Education requires its students to take the integrated course in secondary education.

The writer in directing the professional experience of the group assigned to him has kept in mind these two major aims. First of all, there will be an attempt to enlarge the student's social vision for the purpose of seeing the contribution education might make to our social progress. Second, considerable time will be spent in the direction of helping the student to become better acquainted with children and to recognize the fact that the child is a growing organism and as we are dealing with the child we must recognize not only the nature of the developmental stage he is in, but must also look at the nature of his experience to determine what is appropriate and most worth while for the particular moment of his growth. We need to learn all that we can about the scientific study of children. There are, of course, a number of other aims which are to be kept in mind and are for the most part related directly or indirectly with these two major aspects of the teacher's work.

Students are expected to balance their time with respect to observation, participation, teaching, reading in the

library, field trips, and other professional experiences. This presents a rather new problem to the student at first, as his program is much more flexible than was that of the older program of class schedules. The student finds an excellent learning experience here in organization and self-management, which may be more characteristic of what the student will find in his own professional experience after leaving the college.

This brief description of the plan should not be thought of as an exact procedure which is employed by all groups. However, the main features are characteristic. The group directors and the training teachers have felt

all along that the plan is evolutionary and that we should be on the lookout for ways and means of improving the training of teachers. No one of us would agree that we have at last reached the complete answer to the problem of planning the best professional experience. There is a general feeling, however, that we are making progress and that the plan has many advantages over the older procedure. Dr. Neal Billings, director of the Division of Elementary Education, made a very careful evaluation of the plan some time ago and published his findings in the April, 1936, number of *Educational Administration and Supervision*.



*First Project of Commission on Teacher Education.* The first project of the Commission on Teacher Education was recently announced by Karl W. Bigelow, Director. A clearinghouse of information regarding successful practices and promising experiments will be established. Fifteen collegiate institutions and fifteen school systems will be invited, within the next few months, to work especially closely with the Commission. These groups will be asked and helped to experiment vigorously according to their own plans, and to collect and report evidence as to the results of such experiments. The participating institutions

and school systems will be nationally distributed, will vary as to type, and, it is expected, will be outstanding in vitality and in desire to experiment boldly. The Commission will undertake to provide the cooperating institutions with opportunities for the stimulating interchange of ideas, and will try to find other ways of aiding them in their efforts to appraise their problems, define their objectives, improve their programs, and test their results. The project is made possible by a special subsidy of \$320,000 recently made available by the General Education Board.

## EUGENE'S CORE CURRICULUM

By F. G. MACOMBER

University of Oregon

and

W. H. DUTTON

Eugene Public Schools

**T**HE CURRICULUM may consist of a body of subject matter to be mastered and specific skills to be developed, or it may be thought of as consisting of the experiences of the pupil-learning experiences rather than subject matter to be learned. The central committee was unanimous in its belief that the experience concept should dominate Eugene's Curriculum Program. Under a subject-matter concept of education the core curriculum becomes the required subjects. Under an experience concept the core curriculum consists of those experiences essential to developing commonness of ways of thinking and living essential to social and individual integration.

### ORGANIZATION OF THE CORE CURRICULUM

Under a subject-matter concept of curriculum development, the organization becomes one of determining the subjects to be included and the sequence of subjects or topics within a subject. In developing an experience curriculum it becomes necessary to work out a type of organization making it possible to develop a curriculum of experiences. Two possibilities seemed to present themselves. The conventional subject - matter areas could be maintained, but with emphases upon guiding pupil activities rather than teaching the particular subject. The other possibility, advocated by some progressive educators, was that of breaking completely away from subject-matter areas and ter-

minology and developing the total curriculum as a sequence of major integrative units, growing out of life situations and extending throughout the school life of the individual.

No matter how willing the teachers may be to improve their teaching, it must be recognized that any great modification of teacher procedure must be a matter of growth through experiencing over a period of years rather than mastering a new technique and applying it. Above all, the modern curriculum is based upon the acceptance of changed points of view in philosophy and the psychology of learning rather than upon any special procedure which can be mastered and applied. One cannot jump suddenly from established ways of thinking and doing to something greatly different. Consequently, the organization proposed represents a "pegging in" somewhere between the two extremes. The committee feels that the planned organization represents a considerable advance over the traditional, highly compartmentalized subject-matter organization of the past, will make possible the development of an experience curriculum during the coming decade, and yet is not so radically different in organization and terminology as to result in teacher confusion or organized community opposition.

The plan sets up learning areas not too far removed, so far as terminology is concerned, from the subject-matter organization of the past. In the ele-

mentary school, where teacher preparation and organization make it possible, a considerable portion of the pupil's day will be filled with activities developing out of the major units of work of the social living area of the core. As the pupils progress through the school, the other areas emerge from the social living area, and are organized as areas in themselves, sometimes correlated with the units of the social living area, and at other times unrelated. The areas of the core curriculum are as follows:

*Social Living Area of the Core.* This is the central and constant part of the curriculum. It is organized as a sequence of major units of work and draws heavily upon all of the other areas as desired. This area includes what has usually been thought of as the social studies, guidance, and most of the language arts. It consumes from one-third to one-half of the pupil's time during the elementary years, two hours daily in Grades VII through X, and one hour in Grades XI and XII.

*Science Area.* This area is fused with the social living area through the seventh grade. A two or three-year sequence of life science is being developed and will be required in the secondary schools, probably through Grades VIII, IX, and X. This area includes much of health education.

*Mathematics Area.* This area is fused with the social living area in the primary school and is being developed as a six-year sequence of social mathematics in Grades IV to IX, inclusive.

*Homemaking and Industrial Arts Area.* This area is fused with the social living area during the elementary years. A sequence of two or

three years is being developed for the secondary years.

*Recreation and Aesthetic Area.* This area includes physical recreation (physical education and athletics), arts and crafts, music, literature, drama, rhythmic activities, etc. Physical education is held constant throughout the school, with the other activities being fused to a considerable degree with the social living area in the elementary school. (The committee is still indefinite as to the final organization of this area at the secondary level.)

#### SCOPE AND SEQUENCE OF THE CORE CURRICULUM

The Central Curriculum Committee found it necessary to determine the scope or breadth of the curriculum and to establish a sequence of the educational experiences. By the term "scope" we mean the "what" of the curriculum. The scope indicates the nature or content of the educational program. Sequence refers to the "when" or the order in which the various experiences should be presented and developed.

If one thinks of the curriculum as a body of organized subject matter, the scope becomes the required subjects, and the sequence the order in which these subjects and the topics within the subjects are to be taught. However, if the curriculum is conceived as consisting of the learning experiences of the pupil, the scope of the curriculum must be thought of in terms of experiencing. The approach used by the Eugene committee is the so-called "major social functions" procedure. The general thinking in this approach is approximately this. If a given social order is to perpetuate and improve itself, it is



essential that certain functions be performed.

The schools, responsible as they are for a large share of the education of all the youth, must develop a curriculum providing continuous experiencing looking to the development of a better understanding of these functions by the pupil and the ability to perform them. Continuous experiencing in the performance of these basic functions, then, becomes the basis for the core curriculum of the school. The major functions of social living accepted by the Central Committee consist of the following: conservation and protection of organic and inorganic resources; production of goods and services; distribution of goods and services; consumption of goods and services; transportation; communication; recreation; expression of aesthetic and spiritual impulses; governance; and education.

The sequence of the curriculum must be such that it will make possi-

ble continuous and purposeful experiencing in the performance of the major functions of social living at the pupil's maturation level. Any organization for the sequence must be flexible, must provide for well articulated experiences, and insure continuous pupil growth along the lines of the aims of education. The sequence, developed under the caption of "experience areas" for the several grade levels, for the social living area of the core is: Grades I and II—experiencing in the immediate environment (home, school, and community); Grades III to VII—experiencing in an expanding physical, social, and industrial environment; Grades VIII to X—effective living in a democratic environment; Grades XI and XII—economic, social, and political problems of a dynamic society. For the guidance of the teacher a suggested list of units in the social living area was developed for each grade.



*Neighborhood Survey Basis for Curriculum Change.* Under the joint leadership of four faculty members of Teachers College, Columbia University, and the Board of Superintendents of the New York City Schools, a comprehensive study will be undertaken of one square mile surrounding Public School Five, Edgecombe Avenue at 141st Street. An effort will be made to discover what changes in the curriculum may be made to adapt it to the environment of the pupil. Investigations will be made of the social and economic life of the neighborhood. Through research and field

work data will be gathered concerning population, housing, delinquency, dependency, broken homes, health, recreational facilities, and social service agencies. After consultations with institutions in the community, a cooperative program will be organized with the school as a center. Dr. Benjamin B. Greenberg, assistant superintendent of schools, will represent the New York school system. The cooperating faculty members from Teachers College are Wilbur C. Hallenbeck, Edmund S. Brunner, John K. Norton, and Irving Lorge.

## SOCIAL LIVING IN THE CLASSROOM

By EMMA HOWARD

J. C. Murphy Junior High School, Atlanta, Georgia

**A**N EXPERIMENT in fusing English, the social studies, and science in the work of the eighth grade was undertaken at the J. C. Murphy Junior High School in Atlanta, Georgia, at the beginning of the current year. The idea underlying this plan is to give the children information and experiences which will be an aid in solving their problems. The class is assigned to the same teacher for three periods a day. Much freedom is allowed in the work and an opportunity is presented for the development of initiative on the part of both teacher and pupils.

The work of the entire semester was carried on within the framework of three large units which have within them basic elements of social living. They were designed to lead the child to an increasing understanding of himself and the physical world, and to furnish opportunity for his creative expression and thinking. The units were selected by the class and the teacher working together.

The first unit was centered around *Transportation* which is a vital part of daily life. The objectives of the work were set forth by the class as a whole. In the study of inventions and inventors connected with the development of transportation, the student was trained especially in using reference books, gathering and organizing information, and sharing it with others through oral and written reports, make-believe radio broadcasts, dramatizations, posters, friezes, and the construction of various means of transportation. Looking for articles

on modern transportation agencies was merely a specific way of drawing the students' attention to current newspaper and magazine articles. There was continuous reference to periodicals which should prove far more effective than one concentrated period for the study of these sources.

Since Atlanta is the leading transportation center of the Southeast, the class was able to secure first-hand information by visiting such places as the Atlanta Terminal Station, Chevrolet and Ford Motor Company Plants, and the Candler Airport. Much scientific information regarding machine, use of power, and development of lighting was gained on such trips. The oral reports gave the students practice in making themselves interesting to others, possibly by the effective use of certain parts of speech, which gave color to one's accounts. Getting information from transportation agencies called for skill in interviewing, telephoning, and letter-writing. The unit also offered opportunity for developing skill in and enjoyment of reading.

As the work expanded, problems within the units became more and more complex and consequently there appeared within each unit three organized investigations, roughly corresponding to English, social science, and science. Several moving pictures such as "The Covered Wagon" and "The Progress of Transportation" were shown in the classroom which were an aid in bringing out the history of transportation in America and the comparison of travel now with

that of long ago. Creative writing received much attention in this program.

The second unit of work was based on *Communication* which quite naturally followed the unit on *Transportation*. The procedure here was similar to that in the preceding unit. After the class had made visits to local broadcasting stations some of the members became interested in making broadcasts of their own. One of the boys improvised a small radio set and microphone by means of which the group presented original addresses, interviews, dialogues, and short skits. The entire class listened with much interest to the radio programs coming over local stations. They became conscious of various radio-speaking techniques by studying the speakers whose voices were pleasing. In this way they learned what qualities in their own voices needed to be improved so as to develop good speaking ability. Much opportunity was afforded in this connection for oral and creative expression. Visiting the Western Union Telegraph Company, *The Atlanta Journal* plant, and the Bell Telephone Company gave the class a chance to gain a great deal of scientific information regarding the sending of telegrams and the printing of a newspaper, as well as the operation of the telephone system. Writing letters of appreciation to the people who conducted us through the plants gave opportunity for increasing skill in written expression as well as in choice of words. Skill in and enjoyment of reading were provided by reading selections from literature such as *A Message to Garcia*, *How the Good News Was Carried from Ghent to Aix*.

The class divided itself, quite naturally, into four committees as follows: Communication by Good Speech; Communication by Writing; Communication by Wire; Communication by Radio. A chairman was selected for each committee, and all materials dealing with the various phases of communication were collected and put in the classroom with a class librarian in charge of checking them out to groups as they were needed. One of the most interesting activities in connection with this work was displaying on the bulletin board for class observation many types of script, Hebrew, Greek, Chinese, Scandinavian, Gothic, and Roman. The pupils reported to class on the sign language found in Chinese newspapers, Egyptian hieroglyphics, Indian design, Babylonian cuneiform, architectural decorations, and all forms of graphic art. From the motion picture, "Wells Fargo," the students gained a good idea of the Pony Express as a means of carrying the mail. Comparison between this method and the modern way was made after a visit to the post office had been made.

The third unit was based on *Problems of Democracy*. Much help was received in this part of the work from current issues of magazines, daily newspapers, pamphlets, and booklets dealing with the progress of our city, state, and nation. The class subscribed to *Junior Scholastic* magazine, from which source valuable current news concerning the government was gathered. *News Outline*, *Every Week*, and *Current Events* were other magazines which were used. Inventions and movements in history which have affected our democratic way of living were brought into the study. A Who's Who list of American leaders

in government today was made. National and world news was discussed in class each day. Problems confronting the nation at the present time were discussed from news read or seen on newsreels.

Through a study of the European troubles an approach was made to a consideration of the various existing forms of government. Trips were taken to the state capitol and the city hall to ascertain the phases of government which were conducted at each place. One of the class committees traced the history of the idea of "freedom for all" from the beginning of democracy in Athens down to the present day. The conflicts by which American freedom was gained were studied from the history of our country, and patriotic literature was read in class.

Certain institutions were found to be the outgrowth of the democratic philosophy. The advantages of such public institutions as public libraries, clinics, parks, hospitals, recreation centers, and schools were studied. Much information along this line was obtained by writing to the Atlanta Chamber of Commerce for material.

This activity afforded an opportunity for improvement in letter-writing and written expression. Our duties and responsibilities to public servants of state, city, and nation, and our share in helping with the government of our own affairs proved to be interesting. One of our greatest problems of the present day is caring for the unfortunate people in our community. How Atlanta and other cities are meeting this problem provided interesting study.

One committee presented a radio program on happenings in our own city and community which were of greatest interest. A chairman or announcer was in charge, and discussions took the form of oral reports, addresses, and interviews. Attention was given to the scientific uses of electricity and their contribution to the comfort and convenience of life today.

As a result of their work the students should know their community better because the problems studied at school were their own problems, and because visits made into the community gave first-hand information concerning life about them.



## FLORIDA PROGRAM FOR CURRICULUM IMPROVEMENT

By H. E. NUTTER and M. L. STONE

State Department of Public Instruction, Tallahassee, Florida

THE PRESENT secondary school curriculum as set up in requirements is not adapted or adaptable to the great mass of students who are now coming into our schools. For this reason the State Department of Public Instruction has instituted a program for the improvement of instruction especially in the secondary school. The chief characteristic of the program may perhaps be stated as a recognition of at least two fields of education in the secondary school, namely, general education and specialized interests. General education has been conceived to be those common experiences that all students have in adjusting themselves to their environment and through which the ideals of the people are preserved. The specialized interests of education arise from the special needs and abilities of the students and are expressed, for example, in pure mathematics, pure sciences, the arts, and vocational subjects.

Several premises have been tentatively adopted as the foundation stones of the new program. It is considered essential that the schools assume their share of the responsibility in maintaining the ideals of our nation. In brief, the democratic ideal may be characterized by a society in which there are: a desire not only for personal success and happiness, but also for the happiness and success of others; recognition of and love for the inalienable rights such as free speech, unrestricted access to the facts on important questions, the voting franchise, the right to worship as one pleases, justice, equal protection of the laws,

and the great *triad*—life, liberty, and the pursuit of happiness; recognition of the right of the people to determine the form of government; recognition of the right of the people to resort to debate, conference, compromise, and cooperation instead of force in settling public questions; recognition of the rights of each individual to a full development of his capacities and abilities; recognition of the worth of an individual regardless of race, birth, economic or social status; and finally, recognition of the right of an individual to rise as high as his abilities and energies will permit.

The schools must be urged to conduct their procedures in accordance with the democratic ideal. Teachers must assume their part in planning experiences that will carry forward the objectives of education. Students must have experiences in democratic living. Their needs and interests must be an integral part of the development of the secondary school curriculum.

Thus instruction must be organized with respect to the various levels of maturity of students in order to insure their maximum development. Experience appropriate to the levels of maturity and in keeping with the interest of the student must be provided. This may be referred to as the psychological basis of instruction and may be said to determine the sequence or order in which experience should take place. Since little is known about levels of maturity with respect to the type of subject matter, Florida teachers will need to keep

informed as to the results of research in this field. Likewise, teachers may themselves contribute to a better knowledge of children's interests by observing and recording evidence of interests in their own pupils.

In order to insure maximum social development of the learner, instruction must be organized with respect to the problems which individuals in a democracy face. Importance of social sensitivity in the development of the school program is recognized as a fundamental premise. The duty of the school, therefore, is to check constantly for a balance in the school program between the emphasis to develop the individual's capacities and abilities to the maximum and the individual's responsibility for the preservation, improvement, and reinterpretation of the democratic society.

The evaluation of the secondary school curriculum is a continuous process and includes several types; it is not confined solely to written examinations. The bulk of the evaluation is subjective and is done mostly in observing of student conduct, with the aims of education in mind. Through this observation of conduct should come the information necessary for the proper guidance of the student.

A committee working at Peabody College in the summer of 1938 developed a broad basis for the field of general education. The group analyzed the scope of the curriculum of several state programs and recommended the following areas: conserving human and natural resources—caring for our minds and bodies and for natural resources; making a home—securing and enjoying a place to live; participating in government—organizing and controlling all the ele-

ments of our lives; engaging in a vocation—securing an outlet for our spiritual and aesthetic feeling; providing for recreation—profitably enjoying our free time; producing, distributing, and consuming goods and services; satisfaction of material wants—trying to produce and distribute the things people need and want; traveling, transporting, and communicating—transmitting ideas to one another, and transporting goods and people from place to place.

The foregoing classifications require refinement. It has been felt that Florida teachers will find them helpful in improving instruction, especially in developing a core of socially significant experiences. Careful study of them will be invited and teachers will be urged to make available to the State Department both constructive criticism of the classifications and proposals for their specific uses.

In addition, approaches to these tentative major problems have been suggested for each grade in order that some bridge may be used in changing from the traditional curriculum to the plan for general education. In the future the problem of sequence must be considered. For immediate experimentation the following is suggested: Grade VII—a survey of the selected areas with special attention to the part that nature does to make things as they are; Grade VIII—a survey of the selected areas with special attention to the part that science and invention do to make things as they are; Grade IX—the story of the progress of life in the United States; Grade X—the story of the progress of life in the modern world and our part in this development; Grade XI—problems of today; Grade XII—problems of today.



It is the design of the State Department that teacher and student planning be utilized as much as possible within the suggested framework and the suggested sequence in the development of the secondary school curriculum. Through this planning, it is hoped that the curriculum will come to be more a product of the individual and his environment rather than a program of study handed down by a committee of adults.

The program will be developed in cooperation with the College of Education of the University of Florida, which has made the P. K. Yonge Laboratory School available as an experimental center. Two periods a day in Grades VII to XII will be devoted to the development of this program. The basis of the material presented in these two periods will be social problems cutting across all subject-matter lines. Emphasis will be placed on the improvement of instruction and the development of techniques of social living on the part of the students. Records of the unfolding of the general plan, the actual classroom situations, the descriptions of the total behavior of the students, and other pertinent information will be kept by the teachers involved in the new program in order that continuous evaluation of the program may be possible. Such records will also serve as a basis for the explanation of the new program to those interested.

During the current school year, a small group of schools will be selected on a voluntary basis, for the continuation of the program. The teachers in these schools will be guided during this year and the summer of 1939 in the preparation of plans for a program

that will meet the needs of their situations. It is expected that these schools will inaugurate this program in 1939-1940.

In addition to attacking the problem of the improvement of instruction by means of experimental schools, the State Department plans to organize, during the coming summer, committees which will be expected to prepare general bulletins on the philosophy of the curriculum, the relation of parents to the school, and source materials for the improvement of instruction. Surveys of school facilities and practices have been proposed and will be undertaken during the coming year.

There has been established at the University of Florida a curriculum laboratory in the P. K. Yonge Laboratory School. The function of the laboratory is to collect materials for the improvement of instruction, to disseminate information for the assistance of all schools in the state, and especially to encourage the interchange of the results of progressive curriculum practices. Summer sessions of various institutions of higher learning are to be available for teachers who are actively engaged in the new program.

It is the purpose of the State Department to use every resource available in the development of this program. It is recognized as a continuous program of improvement and one that involves as many individuals as may be brought within the scope of the plan. It is agreed that all people engaged in any phase of education including both administrative work and classroom teaching must contribute to the development of the plan.

## EXPERIMENTAL PROGRAM IN FOREIGN LANGUAGE

By C. O. ARNDT  
Northwestern University

IN THE fall of 1937 the Northwestern-Evanston unit was established in the Evanston Township High School. The conditions under which the general language course was set up were such as to invite a new approach to the study of foreign language.

When the first freshman class of one hundred twenty students was admitted to the experimental unit, no provision had been made for any of the traditional courses which are required for college entrance. Effort was made to set up conditions which would be favorable toward the development of a curriculum which would maximally meet the needs and interests of the students concerned. An inventory of students' interests revealed the fact that a large number wished to study foreign language. The languages requested were Latin, French, German, and Spanish. Due to the orientation of the staff members of the experimental unit, it was not thought to be desirable to set up conventional courses in this experimental situation, and it became the job of the writer to work out this problem.

In discussing the nature of the proposed course with the seventy-five students who enrolled in the course, the following activities and procedures were thought to be both valuable and interesting to the class: 1. to devote an equal amount of time to the study of Latin, French, German, and Spanish; 2. to make as many contacts as possible with the cultures of the people of Rome, France, Germany, and Hispania through the medium of the

English language (biography, fiction, history, art, music, folk dancing, dramatics, radio, motion pictures, and other areas were to be brought into the picture at appropriate times); 3. to afford students the opportunity to learn to read simple stories in each of the above languages (pronunciation and vocabulary were not to be studied separately, but developed through reading. Translation and grammar were to be used only when definitely needed for purposes of classification. Reading for thought was to be striven after from the outset); 4. to afford the opportunity to students to try out each of the languages before deciding which one would be most interesting and valuable to him for future study; 5. to determine whether students possessed linguistic ability after working with real language situations; and 6. to study the history of the English language and observe how it has been enriched and expanded through the help of the various foreign languages.

In recalling the activities that were apparently of greatest interest to the students, the following stand out: the singing of folk songs and the dancing of folk dances, the reading and discussion of national epics such as the Aeneid and the Niebelungenlied, the construction of puppets and the performance of puppet plays, the reading of simple stories in the various foreign languages. Mention should also be made of the interest manifested by the class when opportunity was afforded to meet a living Frenchman, a Chinese, and a German and to ask

them many questions that had developed a class discussion.

A word might be said about materials which were employed during the year. Books dealing with biography, fiction, and national epics were readily secured through the public library. Direction in art, music, and folk dancing was provided by teachers of these subjects who were invited to participate in the work of the class at different times during the year. The graded readers which are published by the D. C. Heath Company were used for basic reading. Songbooks in Latin, French, German, and Spanish which contain both words and music for about thirty folk songs were secured from the Thrift Press, Ithaca, New York, at the very nominal price of ten cents per copy. A wealth of valuable current material was found in newspapers, magazines, and the radio. The Cumulative Index of the National Geographic Magazine alone contains references to a veritable gold mine of well-written and richly illustrated articles about the countries studied.

The distribution in enrollment of the seventy-four students who had studied General Language during the preceding year was as follows: twenty-three registered for French, thirty for German, eleven for Spanish, four for Latin. Six students did not continue the study of a foreign language.

The following year the writer again offered a course in General Language and worked with those students who registered for German in September. The emphases in the German work are placed upon a study of contemporary Germany and upon the cultural contributions which it has made to our country during the past. What as-

pects of culture will be studied is not predetermined, but planned by students and teacher in such a way as to meet the needs and interests of the members of the class. Thus far reading, art, music, and dramatics have been brought into the classroom at various times. At present the students are showing great interest in such books as *The Nazi Primer* and Hitler's *Mein Kampf*, both of which afford an excellent opportunity for the study and evaluation of propaganda. During the earlier part of the semester, the study of Humperdinck's opera, *Hansel and Gretel*, proved fascinating. A skit, based upon the witch scene, was worked out by members of the class and done in English while the entire class sang the leading songs in German and joined in the dances. Later the class saw the opera at the Civic Opera House in Chicago. A Christmas playlet in which the class expressed its conception of a German Christmas was performed before the holidays.

In the language work *per se* emphasis is placed upon reading for thought. Grammar is not taught except when needed to clarify what is being read. About half of the students of the class read by themselves or in small groups during most of the hour. They are brought together at different intervals for discussion, joint reading, and practice in pronunciation.

The potential contributions of foreign language study to general education have thus far not been given sufficient serious thought by language teachers. In the Northwestern-Evanston experimental unit students are beginning to see the potentialities of vitalized foreign language study.

## SURVEY OF GENERAL AIMS OF EDUCATION

By FELIX H. ULLRICH  
University of San Antonio

A REVIEW of recent curriculum literature shows that during the past two decades many attempts have been made to restate the general aims of education. The same has been true of the aims assigned to the several school administrative units. A review of educational writings also shows that the publication of the Cardinal Principles of Secondary Education in 1918 initiated many attempts to reconstruct the aims of education in terms of modern school practices.

An examination of representative statements of general aims of education as advanced by forty-six recent curriculum writers reveals eighty-nine different aims of education. It appears evident that all of the writers agree that education should attempt to accomplish two main purposes, namely, provide opportunities which will enable the pupil to (1) make maximum individual growth, and (2) render maximum service to society. Stated in another way, general aims of education center around the sanctity of the individual and the promotion of the general welfare. With respect to the general welfare, the aims clearly indicate or imply the promotion of the general welfare in a constantly changing society in an American democracy. In order to accomplish these two major purposes of education, schools should, according to curriculum writers, attempt to provide opportunities which lead to the development of health, social efficiency, moral integrity, citizenship, mastery of needed skills, worthy use of leisure, desirable attitudes and ap-

preciations, happiness, reverence for spiritual values, practical efficiency, personality, and mental efficiency.

Recent statements of elementary school aims, junior high school aims, and senior high school aims were analyzed. According to these statements:

1. The aims which are peculiar to all of the three school administrative units are: health, mental efficiency, social efficiency, desirable appreciations and attitudes, moral integrity, worthy use of leisure, worthy home life, and civic responsibilities.

2. The aims which are peculiar to the elementary school are: command of fundamental processes, foundation for secondary education, and practical activities common to all.

3. The aims which are peculiar to the junior high school are: meeting individual differences, continuance of elementary education, pre-vocational training, economy of time, exploration and guidance, and retention of pupils.

4. The aims which are peculiar to the senior high school are: preparation for college, occupational specialization, continuance of exploration and guidance, and cultural preparation.

The following tentative statement of aims represents an attempt to summarize the stated aims of education as found in recent educational writings:

### *Elementary Level*

1. To give each child an opportunity to master and understand the skills which are essential for a fuller participation in his daily worth-while activities as well as for all of his future education.

2. To give each child an opportunity to gain such information and knowledge which is adapted to his age and ability and which is most essential for his daily life and for his future education.

3. To give each child an opportunity to develop wholesome health and recreative habits, appreciations, attitudes, and interests which are satisfying at the time and which will be maintained and developed in the future.

4. To give each child an opportunity to satisfy his wants and needs as an individual and as a member of a group, to the extent that his individuality may be expressed in

worth-while activities while he is developing as a responsible member of a group.

5. To give each child an opportunity to develop an understanding of the need of, and desire for, rendering service in order that he may help to make this world a better place in which to live.

#### *Junior High School Level*

1. To give each pupil an opportunity to perfect and apply the skills and knowledges, gained previously, to new situations which are adapted to his age and ability.

2. To give each pupil an opportunity to gain new skills and knowledges which are essential for his present and future education and which will enable him to participate more fully and effectively in typical life situations.

3. To give each pupil an opportunity to maintain old and develop new wholesome health and recreative habits, appreciations, attitudes, and interests which are satisfying to him and which will function in and outside of the school.

4. To give each pupil an opportunity to explore the general fields of knowledge to the extent that he may be more wisely guided into the experiences for which he manifests interest and fitness.

5. To give each pupil an opportunity to participate in old and new social activities; to maintain and develop the desire to accept responsibility for rendering service to the school, the home, and the community.

#### *Senior High School Level*

1. To give each student an opportunity to use the skills and knowledge, gained previously, for more intensive study in the fields of knowledge which are particularly adapted to his needs, desires, interests, and abilities.

2. To give each student an opportunity to maintain old and develop new health and recreative habits, appreciations, attitudes, and interests, which today and in the future will function in typical life situations.

3. To give each student an opportunity to participate in those experiences which he, his parents, and the school believe will be of maximum benefit as a preparation for a vocational and/or cultural life.

4. To give each student an opportunity to participate in old and new social relationships to the extent that he will accept his responsibility as an American citizen in an ever-changing society.

5. To give each student an opportunity to express his individuality to such an extent that his abilities will be developed with maximum personal satisfaction and gain.



*Cooperative Evaluation in Six Laboratory Schools.* A cooperative program of evaluation of the laboratory school which originated at the University of Florida through the P. K. Yonge Laboratory School now includes the following schools: University Schools at the Universities of Kentucky and Michigan; the Demonstration High School at University of West Virginia, the Matthew-Whaley School at the College of William and Mary; the Peabody School at Georgia State College for Women, Milledgeville; and the P. K. Yonge Laboratory School, University of Florida. This program

is designed to evaluate the work of these six schools as far as it can be done cooperatively and with the resources available. The representatives of the different schools met to study their common problems. As a result of this, they have already issued one bulletin devoted to outstanding practices in six schools. The program also includes the study of changes in the same children year by year; the development of means of evaluating social behavior or social relationships of children. The group is being assisted by the Eight-Year Study of the Progressive Education Association.

## SHORT ARTICLES

### A COMMUNITY-WIDE RECREATIONAL PROGRAM

By WALTER SCOTT  
and

LLOYD A. ROCHFORD  
Long Beach (California) Public Schools

In the report of the Curriculum Research Committee of the College Physical Education Association are listed five major criteria in evaluating commonly used gymnastic and athletic activities. One of these is quoted as having direct application to the subject of this article: "The contribution to the development of recreational skills that have a distinct function as hobbies for leisure time hours, both during school and in after-school life."

It is not the purpose here to discuss the physical education curriculum further than to point out the place recreational values are assuming in the fast-developing progressive thought of present-day educators. In the attempt to keep pace with this modern tendency, it should be gratifying to find instances where the entire municipal organization is set up to cooperate with the school in the effort to promote recreational interests and where the physical education department of the school is entrusted with the direction of public recreation both school and municipal. Such a plan is in effect in Long Beach, California, and is now in its ninth year of successful operation.

In 1929 the people of Long Beach adopted a charter amendment providing for coordination of school and municipal recreational areas and facilities and setting up a Recreation Com-

mission. By virtue of their offices the City Manager and the Superintendent of Schools are members of this board. The City Council elects one of its members to the Commission and the same procedure is followed by the Board of Education. Five citizens having no official connection with either the municipal or school administration complete the nine members.

The charter also provides that the Director of Health and Physical Education of the city schools is the Director of School and Municipal Recreation. Thus the plan is one under which the Recreation Commission is a policy-forming body bringing together the municipality, schools, and citizenry at large so that harmony and cooperation is at all times evident and recreational affairs are conducted in a manner suitable to the best interests of the entire community. A noticeable result has been the avoidance of duplicated facilities and the equal distribution of areas throughout the city. That this plan effects economy in operation is also to its credit.

Inasmuch as the administrative functions are under the Director of Health and Physical Education of the schools, recreational activities and opportunities are coordinated with the needs of the school children of the city in a practical manner. The best aims of the physical education program in its relation to recreational and cultural advancement are carried forward through the stages of school life and the carry-over values are made practically effective in adult life.

For example, those who complete their public school education and desire to play basketball are provided



such an opportunity in the adult basketball leagues organized by the Recreation Commission. And the same thing is true in the case of other sports. The effort made in school activities to inculcate the qualities of good sportsmanship and good citizenship are not sacrificed in the adult program, which at its source of direction is interested in developing these same qualities. Following school years the young people who find enjoyment in choral singing are provided an opportunity in an Alumni Chorus sponsored by the Recreation Commission. Shopwork, handcraft, hobby interests, and many other activities fostered in school years find similar carry-over opportunities.

A problem of the modern city has always been the free hours of children after school and on holidays when chores and home duties, once a part of child life, are no longer demanded. At least a partial solution can be found in maintaining an after-school and vacation school playground program. It will be apparent that the coordinated plan of public recreation simplifies this problem greatly.

In recent years we have had the Works Progress Administration recreation projects, designed to provide employment for those who have been displaced by the economies made necessary in depression times. Counties and municipalities are the approved sponsors of these projects. Here again it has been found that the Long Beach coordinated plan is most effective. Under this plan our schools share in the assistance provided by Works Progress Administration recreation workers, and without any sacrifice of standards. Without practical and legally established coordination this result might be very difficult to achieve.

In this unified system, the municipality undoubtedly gains much through the use of school gardens, gymnasiums, auditoriums, athletic fields, musical instruments, and playgrounds. On the other hand, it has been possible for the schools to do much more in maintaining an active playground program than would be the case without the city's help or, possibly worse, with the city's outright competition. The school summer vacation playground program affords an example. A program was carried on at twenty-three school grounds of the city under the direction of Board of Education accredited play directors. But the program also had the services of the several divisions of the municipal recreation set-up, which provided leadership and facilities for a list of special activities. Playground ball was organized with eighty teams on the various school grounds which formed three leagues and played a season of games leading up to district and an all-city championship. This was directed by the manager of playground athletics of the Recreation Commission and corresponded in every respect with the rules and standards of the school playgrounds. Other municipal facilities available for school use include parks, clubhouses, swimming pools, beaches, picnic areas, baseball diamonds, and costume service. Records show that the Costume Room maintained by the Recreation Commission checked out 1,932 costumes and 214 stage properties to the schools in the past twelve months.

Examples might be added in considerable number, but enough has been written to indicate the mutual values to schools and the municipality accruing from the coordinated recreation

plan. The point is that when the general public is brought in through representation so that it has a hand in recreational affairs, and when the municipal government is drawn into active cooperation with the schools, the objectives of the physical education leaders of the schools and the recreation leaders of the city or Recreation Commission, stand a better chance of being understood and the possibilities for carrying them through are greatly enhanced.

### THE CURRICULUM APPROACH TO SUPERVISION

By DOROTHY NEUBAUER  
Curriculum Director, Cicero (Illinois)  
Elementary Schools

In the development of a curriculum, supervision is significant only when it functions in such manner as to improve the quality of the curriculum. We cannot define supervision nor indicate its function apart from our educational philosophy and our conception of the curriculum.

Briefly and broadly, the philosophy of the Cicero schools may be stated in this wise: Education is for life. Life is in the present as well as in the future. To live fully requires the attainment, within individual limitations, of an understanding of life, and the acquisition of the character, information, and skills needed to meet its problems. We are committed to democracy as a way of life, and it must follow, therefore, that education is in and for the democratic way of life.

What sort of curriculum will contribute most to the realization of these broad aims? The whole range of human experience is the source of our material, and selection becomes imperative. We must choose, with such

discrimination and discernment as is ours, those elements that will contribute most to education as we conceive it. We must be alert to recognize elements of permanence as well as elements of change, and we must somehow provide for revision as the need arises.

Who is to participate in the creation of this curriculum? It seems almost a foregone conclusion that the teacher should have an important part in this process. It seems apparent that the teacher who is in a position to make the most intelligent use of the curriculum is the one who has shared in the formulation of an educational philosophy and in the development of a curriculum consistent with that philosophy. Furthermore, the classroom teacher, with her close contact with the child and the problem of his guidance and development, is in a position to make invaluable contributions that it would be most unwise to ignore.

In the Cicero schools, the teachers function in committee groups. In the selection of these committees, we keep in mind the needs of the district as a whole, special interests and special abilities of contributing teachers, and special needs of particular teachers. It may well be that a teacher, whose contribution at this stage will be of little value to her committee and to the district, will benefit immeasurably from contact with the viewpoints of others in her group. While, in general, committees are selected by one who has a broad view of the needs of the district and an understanding of the particular capacities and needs of the teachers, the suggestions and requests of teachers, principals, and supervisors are given careful consideration.

The committees carry on their work as they see fit, making use of every available aid. The final work of the committee, which passes through the hands of the chairman before being sent to the central office, is expected to represent the best thought of the group. The editorial revisions are made largely by one individual who keeps in close contact with committee chairmen. Because the time that teachers have to put into this work is limited, as well as because of variations in ability to express themselves, we do not expect that every teacher will turn in a finished product. The editorial check helps to smooth out the rough spots and to insure consistency, to the extent that that is desirable, with contributions in other fields. It helps, too, to make sure that the material, both in intent and in wording is in harmony with the educational philosophy of the district. Editorial revisions are considered with the committee chairman, and with the committee as a whole if deemed desirable.

After this point has been reached, material is mimeographed and sent out to the teachers. As the material is put into use, many valuable suggestions come from the teachers and modifications are made as they seem advisable.

Where, in this process of the development of a curriculum, does supervision come in? Supervision, regarded as guidance and direction, is present every step of the way. But it does not reside exclusively in one or two individuals bearing the title of supervisor; it is exercised by all who are capable of giving help. Supervision is present in the selection of the committees. It is present in the functioning of committees when guidance is

accepted from every source that can supply it—from the experience of teachers, from the contributions of children, from principals, from special supervisors, from university classes and instructors, from every source that has help to give. Supervision is present in the editorial checking when guidance is given in the final shaping and wording of curriculum materials. And certainly supervision is present when teachers, out of their experience in working with the material produced, give suggestions for revision.

It seems that it is only as we view supervision in the light of some such background as this that we can define it in terms that will have significance. As it relates to the curriculum, supervision may be regarded as the guidance which every participating individual gives, to the best of his ability in the field of his greatest usefulness, to the end that the joint product of his labors and those of his associates shall represent the best possible contribution to education.

## SALVAGING CURRENT SOCIAL MATERIALS

By RONALD B. EDGERTON  
University of Wisconsin High School

When a utilitarian looks at the textbook he is astounded at what isn't there. He would like it to be up to the minute, but is bewildered by the problem of making it so. His students crave materials in tune with the times. Like Simians, starving in a tree full of cocoanuts, they find themselves surrounded by readings rich in recency, but ordinarily lacking in form fitted to the classroom. How bridge this gap between the text and tomorrow?

The answer is simplicity itself. Build a topical library from week to week. Good sources are "*Readers Digest*," "*Magazine Digest*," "*Commentator*," "*Consumers Digest*," "*Scholastic Magazine*," "*Our Times*," etc. Check the topics you desire while browsing through these periodicals. These can be torn out, placed within a folded piece of ordinary bond paper (used or new), stapled twice and labeled according to original title or unit topic title as you will. An hour or two each week will be sufficient to enrich the topic supply substantially. Student aid can be enlisted once the articles have been checked and if N. Y. A. help is available the library grows rapidly. The only tools needed are single-edge razor blades, eight and one-half inches by eleven inches paper, and an ordinary stapling machine.

What is true of magazine articles is also true of source books, where only one copy is available for an entire class. By slitting these books from top to bottom just inside the front and back covers the binding is neatly removed. The chapters desired can then be separated and stapled as topics. Too often we clutter up library shelves (in class and out) with books whose sole excuse for being is a choice chapter, section, or two. Why frighten students by such imposing volumes when the material to be read can be made available in simple booklet form? With school library budgets cut to the bone, classroom teachers are faced with the great problem of making one or two copies of outstanding books available to classes of thirty or more. With such copies cut up into logical topics or divisions they can be made available to as many students as there are topics. Books like

"Plain Talk" (Studebaker), "Your Money or Your Life" (Seldes), "You Can't Do That" (Seldes), "Boss Rule" (Salter), "Great Game of Politics" (Kent), "Tyranny of Words" (Chase), and books by Van Loon are cases in point. Many books on classroom shelves are out-dated copies of old texts which collect dust and occupy space worthy of better use. These can be checked through for maps, illustrations, tables, cartoons, etc., which can be cut and reassembled into usable atlases, picture folders, and data booklets for interpretative exercises.

Do I hear you object that it is impossible to have this material handy when you want it? Or is it a matter of lack of filing space? These problems are real, but not insurmountable. When sufficient topics have been stapled you will perhaps want to reassemble them according to your units of instruction. These can then be numbered according to your own system of filing and placed inside one of the whole book covers (stapled fold out) from which you removed the text materials. A rubber band will keep them neatly secure. The end of the "new book" can then be labeled with the unit title, as "Madison Community," a typed index can be pasted on the cover and the "book" set on the shelves. Thus one "volume" will have within its covers a wealth of recent materials which otherwise would be scattered all over kingdom come.

Just think of the possible volumes in your "new library"—"Housing," "Consumer Cooperatives," "Our Community," "Philosophies of Life," "War and Peace," "Vignettes of History," "Labor," "Politics," "Cartoons of the Day," "Current Maps," "Civil Liberty," "Pictorial Who's Who," "Be-

hind the Headlines," "Documents of the Day," "Women Leaders," ad infinitum.

Is it necessary to indicate probable uses of such material? A suggestion about some procedure. A series of provocative topics can be used to motivate a new unit, to develop it, to stimulate discussion, to illustrate its ramifications, to bring into focus varied and controversial points of view, to provide free reading, theme criticism, studies in nature of proof, generalizations and basic assumptions, to encourage familiarity with magazine, book, and periodical sources, to break the ice for the timid or review an entire book in a period or two. The topics might be labeled "Your Nickel's Worth," "Minutemen," "Viewpoints," or "The Gist of It"—the possibilities are far from exhausted. The students enjoy this current material immensely. Let them in on it and they will do much of the work involved in its collection.

Here is a method for making current social materials available for immediate classroom use. It is one means of building into the curriculum the history which is daily in the making. It offers emancipation from outdated copyright materials, narrows the gap between the reference shelf and immediacy, and makes magazines earn their keep.

### INSTRUCTIONAL AIDS FOR COMMUNITY STUDY

By WILLIAM B. BROWN

Director, Secondary Curriculum Section,  
Los Angeles Public Schools

To implement the new curriculum program providing for a study of community life in junior high school Social Living classes of Los Angeles,

the following materials are now available or in preparation.

A series of illustrated handbooks is now being prepared by a Works Progress Administration research project under the supervision of the Secondary Curriculum Section for classroom use. They will present appropriate materials for the study of community life with respect to: The Civic Center, leading industries in Southern California, art, music, dramatic and scientific centers, Los Angeles water supply, transportation and communication, city government, parks, and recreations. Each is being written with consideration given to the historical background and development, the functions, activities, location, importance, and general description of the agency or institution. A list of review questions, suggested activities, and a glossary are included in each booklet.

A text on Los Angeles and vicinity has been prepared by a member of the school department staff and will be available in sets for school use next semester.

A committee of teachers in cooperation with the Secondary Curriculum Section has prepared a series of eight units covering recreation, education, government, communications, transportation, fine arts, history, industry, commerce, and social arts, for the study of "Our Los Angeles Community" in Grade VIII. These are now available.

The Secondary Curriculum Section in cooperation with the Visual Education Section has arranged for the making of a series of ten motion pictures to include the following centers of interest: the Los Angeles Civic Center; parks, recreation centers, and gardens; the Los Angeles harbor area;

transportation; leading industries of our community; colleges and universities; observatories, planetariums and museums; dramatics and motion pictures (Hollywood Bowl, Greek Theater, philharmonic, etc.); agriculture—San Fernando Valley, etc.; the new China Town.

Additional materials are being pre-

pared by the Visual Education Section for use in junior high school community study. These materials include six Los Angeles city maps, six replicas of the Los Angeles Civic Center, and six relief maps of the state of California. Each is constructed of wood and carries a descriptive legend.



## SOCIETY FOR CURRICULUM STUDY FINANCIAL STATEMENT

February 1, 1938, to February 1, 1939

### RECEIPTS

	1937	1938
Cash on hand February 1.....	\$ 302.22	\$ 597.64
Dues .....	1,518.70	1,215.00
Subscriptions .....	972.52	1,083.34
Single copies of CURRICULUM JOURNAL.....	27.98	44.99
Royalty on books prepared by committees of the Society.....	311.91	706.21
An advance for conference expenses from D. Appleton-Century Company	196.09	
For conference expenses from the Department of Supervisors and Directors of Instruction.....	128.92	
Advance orders on <i>The Changing Curriculum</i> .....	349.70	
Advance orders on <i>Integration</i> .....	329.00	
Advance orders on <i>Community School</i> .....		94.50
Miscellaneous .....	36.36	2.00
	\$4,173.40	\$3,743.68

### EXPENDITURES

Stationery, envelopes, and printing.....	\$ 186.04	\$ 160.84
Stenographic services for year.....	1,153.65	1,211.40
Postage .....	221.05	225.57
Printing of CURRICULUM JOURNAL.....	1,457.15	1,126.25
Mailing the JOURNAL.....	32.84	45.55
Conferences of <i>Joint Yearbook on Curriculum</i> .....	294.13	
For 269 copies of <i>The Changing Curriculum</i> .....	296.80	
For indexing <i>The Changing Curriculum</i> .....	20.00	
For 235 copies of <i>Integration</i> .....	263.57	
For indexing <i>Integration</i> .....	35.00	
Committee on Regional Conferences and Meetings.....	12.00	
Addressograph supplies .....	61.64	
Book Orders for <i>Community School</i> .....		198.16
Conferences (J. C. Parker).....		9.50
Petty cash .....	35.33	12.17
Miscellaneous .....	82.01	30.87
	\$4,151.21	\$3,020.31
Balance on hand.....	\$ 22.19	\$ 723.37



## CURRICULUM RESEARCH

CLEMENT, JOHN ADDISON—*Educational Significance of Analysis, Appraisal, and Use of Textbooks in Junior and Senior High Schools*. Champaign, Illinois: Daniels Press, 1939. 260 pp. \$2.75.

The author of this publication places primary emphasis upon the analysis, the appraisal, and the use of textbooks and other materials of instruction available in schools today. He develops this emphasis from certain basic assumptions. Thoughtful teachers do formulate a philosophy of education and a statement of aims to give intelligent direction to the preparation of significant learning situations for their pupils. In the light of the philosophy and aims thus formulated, it is possible for these teachers to analyze, to appraise, to select, and to use textbooks and other materials of instruction essential to learning. Among these activities, the use which teachers, and consequently pupils, make of the materials available is of greatest importance to learning. In most instances pupil use is determined by the activities of the teacher who adopts certain methods of instruction to guide the pupil into experiences which involve the use of the materials selected. In fact, the methods of the teacher and the subject matter he uses are inseparable—the former is merely a means of providing satisfactory pupil experiences which include the use of the latter.

Criteria basic to the evaluation of materials of instruction may be of two types: those applicable to all subject-matter areas; and those applicable to only one area. To mingle the two types will lead to an inaccurate and confused evaluation. Important cri-

teria include the individual needs, abilities, and interests of pupils; philosophy and aims; library facilities; supervisory practices; community and environmental factors; scope and nature of subjects included in the course of study; methods of instruction used; and qualifications of teachers.

Consideration of these criteria reveals that both textbooks and the newer non-textbook materials of instruction are important. The choice of a middle path, which process involves the use of both types of material, and the avoidance of an over-worship of either, will usually result if the principle criterion of selection is always that of maximum use by the pupil.

In the opinion of the present writer, this book should prove to be of tremendous value to all who are concerned with the selection and use of materials of instruction. It furnishes a clear guide out of the maze which has developed as a result of the voluminous mass of materials now available in nearly every instructional area. Some of us are a bit appraisal shy due to the ridiculous extremes to which authors have resorted in mechanizing the process. No indication of such is apparent in this book. The title of the book might well be modified since it appears to indicate only one phase of the content considered. Perhaps it would be appropriate to suggest, "The selection, use, and place of materials of instruction in the learning process." Throughout the book the total learning situation occupies the stage, and the cast consists of elements essential to learning. Materials of instruction are major mem-

bers of the cast, but the star is always the experiences of the pupils.

CHARLES W. SANFORD

University of Illinois

BROWNMEN, DAVID E. — *Measurable Outcomes of Two Methods of Teaching Experimental Geometry*. New York: New York University, 1938. Doctor's Dissertation, unpublished.

The problem involved in this study is to determine how the lecture-demonstration method compares with the individual-laboratory method of teaching when geometric material is presented as an experimental laboratory science.

The geometric material was classified into five factors: (1) descriptive concepts, (2) experimental concepts, (3) skills, (4) applications, and (5) integrated problems. Each concept and skill was assigned a serial number by means of which progress in achievement was traced during the experiment.

The experimental concepts and skills were taught by the individual-laboratory method to the experimental group, whereas these were taught by lecture-demonstration method to the control group. Only the descriptive concepts, experimental concepts, and skills were taught.

The experiment was conducted in the Murray Hill Industrial High School, New York City. At the beginning of the experiment the pupils were subjected to intelligence tests

and a geometry inventory test, and fifty pairs of matched students were secured by means of the data thus obtained. The pupils in the control group were in the first semesters of the first and second years; the pupils in the experimental group were in the second semesters of the first and second years.

Four intermediate tests were administered, each on the day following the completion of several units of work and a final achievement test was administered one month after instruction in geometry had ceased. The tests were constructed in the form of the new-type, short-answer items which could be scored objectively. Accounting forms were prepared to enable the investigator to identify and trace the correct responses made to a specific factor type, and, on the basis of these responses, to determine the net gains in each factor in both immediate and remote achievement. The data thus secured were treated statistically.

During the course of the experiment, a transition occurred from a trend in favor of the lecture-demonstration method to one in favor of the individual-laboratory method, especially with respect to scores, descriptive concepts, and experimental concepts. The differences in favor of the individual-laboratory method obtained for the net change in skills, applications, and integrated problems in the final test were too small to attach any significance to them.

HENRIETTA TERRY

University of Illinois

## REVIEWS

RUGG, HAROLD (editor)—*Democracy and the Curriculum*. New York: D. Appleton-Century, 1939. 536 pp. \$2.75.

This is the Third Yearbook of the John Dewey Society. It has been prepared by a committee of nine members, and is designed to assist teachers, youth, and parents in thinking through the relation of education to the problem of creating a democratic society and an economy of abundance in America.

It is no easy task to portray the school from the standpoint of the broad social forces that impinge upon it. And it is no less difficult to depict the school as it should be, especially in a society that is not nailed down. But this is the way in which the committee has sought to deal with its problem of helping parents, teachers, and youth to see the part that education must play in realizing the "American Dream." Such tasks as these must necessarily impose upon persons, who attempt to deal with them, the practice of resorting to general observations and occasional overstatements. The Committee, however, has succeeded in keeping its work relatively free of exaggerations and oversimplifications.

In a rapid and easy style the defects and resources of American life are marched before us in a series of ten chapters, constituting parts I and II. In a summarized form the history of American society is recounted in these chapters, as it bears upon our industrial and commercial practices, institutions, and ideology. The social factors that have produced the present social debacle, and the plight of youth resulting from the debacle, are pre-

sented clearly and forcibly. In diagnosing the school the committee is not reluctant to declare that the school is maladjusted and lacking in design and social enthusiasm.

Part III treats the individual from the standpoint of the culture and the learning process broadly conceived. The individual is seen as a product of the culture in which he lives. He builds into his behavior the dispositions and habits which characterize the groups of which he is a member. But the culture of a group is not necessarily a fixed set of habits and dispositions. It is capable of directed change, and through this fact the school must find its way of contributing to the realization of the abundant democratic society.

The more definite curriculum implications of the discussion are found in the concluding part of the book. Here the school is visioned as including all levels of growth from the nursery to the adult level, inclusive, and is to be devoted to community improvement. The recent developments in curriculum building are summarized.

It occurs to the present reader that the book would have been much improved if the last part had been placed first. If the educational program had been taken as the point of departure, rather than the historical background of our present social plight, the relation between the parts of the book would have been organic and functional. As it is, there is much of the first two parts which one has difficulty relating to the remainder of the book. We have yet to realize the values of the operational viewpoint in presenting our ideas—they are clarified

through plans, procedures, and techniques.

Furthermore, the educational program is where emphasis is needed today. The defects of society and the needed reconstruction of school and society have been emphasized over the radio, through the press, on the stage and screen, through art, and by educational writers for at least a decade. Some of the fundamental ideas about education and society are beginning to soak into our educational conscience. What we need now are suggestions for maneuvers. Civilization, as the committee again reminds us, is a race between education and catastrophe. This may or may not be true. But one thing seems clear: if it is a race and education loses, it will be because our time was consumed in discussing the reasons why we were late in recognizing the contest while the race was actually being run.

Despite the many admirable qualities of the book, when one has read it and put it aside, he has difficulty in recalling its contribution to educational thought. It may well be that committees find it necessary to confine their deliberations to general matters and to restatements of positions and arguments stated elsewhere. Be that as it may, the well-informed reader will find the book refreshing, but he will find very little that is new. For the individuals who have not followed the curriculum movement the book presents a clear picture of the development of thought in this field. Perhaps the major contribution of the work is that it helps to place recent curriculum developments in a proper social perspective.

B. O. S.

WATSON, GOODWIN; COTTRELL, DONALD P.; LLOYD-JONES, ESTHER M.

—*Redirecting Teacher Education*. New York: Bureau of Publications, Teachers College, Columbia University, 1938. 105 pp.

The stresses, the strains, and the failures of modern post-war civilization have caused leaders in all countries to challenge their schools. They have criticized them positively and constructively. They have changed them in many ways. In general, the school has been recognized, as never before, to be a major agency for the realization of social objectives, whether they be those of communism, fascism, nazism, or democracy. America is stressing education for democracy.

We are also in the midst of widespread dissatisfaction with the apparent shortcomings of the American school, whether it is judged from the more conservative or from the progressive points of view. Says Dr. Luther Gulick in the summary statement of the findings and recommendations of the Regents' Inquiry in the State of New York, just released, "There is but one conclusion: Our educational system is not all we want it to be; it is not fully doing the task we have assigned for it."

The authors of this new publication, entitled *Redirecting Teacher Education*, present stimulating suggestions and procedures in teacher education to bring about a better realization of the aims of education needed in our democratic, American society. They have written a concise, readable, forward-looking volume, that does not attempt to be comprehensive, yet is packed with suggestion and food for thought for those who are concerned about the basic objectives of teacher education and the reorganization of institutional requirements and procedures to attain them.

In twelve brief chapters they discuss objectives, selection, guidance, standards, general education and professional education, participation, research, the curriculum, institutional organization, physical plant, and in-service growth. They emphasize elements of a program which they believe will result in the personal development of a socially-minded, creative, versatile teacher who will educate pupils that will grow to be more able to cope with the economic, political, social, and moral problems of our times. Such older ideas as the junior college organization for general education, the four-quarter plan, more complete personnel records, the internship, and in-service follow-up are presented along with such suggested innovations as rotation of departmental chairmanships, the provision of college homes for children to be observed, college camps, techniques of community planning, actual everyday work experiences for prospective teachers, opportunity courses without credit, and survey courses in neglected fields for advanced students.

The book constitutes a good, representative, integrated statement of objectives from the standpoint of progressive education in teacher education without much, probably not enough, elaboration of detail in procedures. It is meant to be suggestive of a point of view rather than comprehensive or thoroughgoing in scope. It is forward-looking, and sufficiently unique in the literature of teaching education that any one vitally interested or directly engaged in teacher education cannot afford to overlook it.

W. E. PEIK

University of Minnesota

LANE, ROBERT HILL—*The Progressive Elementary School*. Boston, Massachusetts: Houghton Mifflin Company, 1938.

With "pupil growth in all ways that pupils can grow" accepted as the goal of education, the author reviews current practice of the modern elementary school in providing the environment and experiences which make maximum growth possible. Of special interest are the chapters on reading readiness and the grouping of pupils within the school organization. With abundant vital illustration and much practical sense the author discusses the responsibility of pupil, teacher, principal, and supervisor in such important matters as studying and modifying the environment, building good social habits, preparing home reports, and selecting activities and units of work that will orient the child "to the natural physical world about him and the social-economic order in which he lives and moves."

Some leaders in the field of progressive or transitional education will not agree that the most useful vehicle for teaching social studies and science is the "formal unit of work," defined as "the teacher's plan for organizing children's experiences around a central idea or thought or theme." They will choose as a better vehicle for all learning "the unit of experience," which may be defined as any series of activities or experiences occurring in the pursuit of a vital purpose on the part of an individual or a group. Such a "unit of experience" usually involves cooperative purposing and planning on the part of teacher and pupils.

CLARA BELLE BAKER

National College of Education

MCGILL, RALPH AND DAVID, THOMAS C.—*Two Georgians Explore Scandinavia*. Atlanta, Georgia: State Department of Education, 1938. 120 pp. Paper covers.

The famous remark about the dog walking on two legs applies to this readable monograph. The marvel is not that it is so well done, but that it has been done at all. The booklet reveals more about the progressive spirit which animates citizens of Georgia, and the enlightened social outlook of the State Department of Education than it does about Denmark, Norway or Sweden.

Ralph McGill, Sports Editor of the *Atlanta Constitution*, wrote nine short articles for his paper, and these constitute the first half of the booklet. They are short and simple, in the journalistic style of a good Sports Column, and with about the amount of social penetration one would expect on the Sports Page. The letters jump about from one theme to another, with here a conversation and there a statistic. The net effect is not far wrong: an impression that some excellent social organization is found in Scandinavia, and that education is at the bottom of it all. Both authors echo the warning that the Danes and Swedes have found no Utopia, but neither is very specific about the actual limitations of the current Scandinavian economy. McGill's lack of orientation is pretty well illustrated by his amazement that the Socialists "believe in private property and high wages

and everything a good Socialist is not supposed to believe in."

The second author, Thomas C. David, presents a more intensive description of agriculture in Denmark. The material is taken from letters he wrote to the Rotary Educational Foundation of Atlanta which sponsored his visit. The letters describe the work-a-day life of Danish farmers, and the operation of their strictly regimented producer cooperatives. He spent some time at Peter Manniche's "International Folk High School" at Elsinore, which preserves many of the traditions of the rural adult education of the nineteenth century. The workers' education activities, which are more typical of modern developments, Mr. David unfortunately missed. His research revealed that more than half of Danish farms are less than thirty acres, but had he discovered that most of these small farmers can barely meet the interest on their heavy mortgages, he might have had less enthusiasm for the Danish plan of converting tenants into precarious owners.

Both writers wisely urge the citizens of Georgia not to try to copy any Scandinavian model, but to work out through education new forms of cooperation which will make Georgia the garden-spot of the world. For them, as for many Southerners, the boundaries of the state are still more real than they seem to citizens who have come to view social problems in national and world-wide patterns.

GOODWIN WATSON  
Columbia University



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